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ABSTRACT

Two curriculum units for educable mentally retarded (EMR) students focus on: (1) developing a good self image and an appreciation for proper hygiene, and (2) understanding food purchasing and distribution and the need for budgeting food money. Each unit includes the objective of making EMR students more aware of careers available either in the food services or public health fields. The food service unit is directed toward the intermediate EMR level; the self-awareness and hygiene unit is geared toward the primary EMR class, but the ideas it contains could also be taught in more depth on the intermediate level. A chart format is used to list suggested content questions, teaching techniques and learning activities, and resources and materials. A black column is provided for teachers to include their own materials. Culminating activities conclude each unit's activities, followed by a list of resources. (SD)

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: What Am I Like?

APPROXIMATE GRADE LEVEL: EMR

MAJOR SUBJECT AREA: Science/Health

PROJECT DIRECTOR: Eugene Veverka

UNIT DEVELOPERS: Rosemary Brenkus

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CE003 774

INTRODUCTION TO: What Am I Like?

This unit is designed to develop in the EMR and TMR child a good self-concept and an awareness of the need to keep the body in a good working order. When teaching a unit of this type to a special education class, emphasis is placed on teaching the child how to keep the body neat, clean and healthy. This unit, although geared toward the primary EMR class, contains many ideas that should be taught on the intermediate level, however, in more depth.

As a result of this unit, the child will be more aware of the many occupations related to caring for the human body that are available through the public health service.

After the unit is completed it is hoped that the child will have a better insight as to how to answer the question, "What am I like?"

BROAD OBJECTIVES:

1. To help students develop an awareness of the body and to help students develop a good self-image.

2. To help students realize the need for keeping the body clean and in good working order and to create an awareness of the occupations involved in these fields.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
1. What am I like?	Class discussion on how the student feels that he looks like. Let each child look at himself in a mirror and see just how he looks--ex: physical characteristics, etc.	Instructor Magazine: Feb. 1972, page 46 Full length mirror	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Have pictures of boys and girls who look nice in appearance and those who don't and let the children fix the wrong one. Let the children do silhouettes of each other to get a picture of his profile. Let the children do drawings of each other. Have one child lie on a large piece of paper and let another trace his outline. The child then fills in the rest himself. Class discussion on how each child feels different things. Have a sharing period each morning and let the children ask questions or talk about anything that bothers them or they are interested in.	SRA - Focus on Self-Development Stage One - Awareness Filmstrip: (SRA) Circle of Feelings Record: (SRA) Cindy and the Elf	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
2. How am I changing?	Make a chart of each child's weight, height, etc. and see how he is growing up.	Record: (SRA) When You are Older Susie	
	Plant a fast growing vine early in the school year and start it around the room. Keep a chart on its growth.	Instructor: Feb. 1972 - Page 48	
	Keep a classroom diary letting each child help you keep it a week at a time. Record things that happen in the room, to the class, or to the community. This will show change.	Large scrapbook is excellent or you can let the children make this. 9 1/2 x 11 manila paper, pens, wood to make cover	
	Let the children draw their own time line. Put past, present and what they think the future will bring him--can write, draw, use cartoons, anything he wants to.	Long sheet butcher paper or other kind, crayons or magic markers	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Let each child have a small bulletin board for one week and let him put things on it about him and how he is changing. Have a puppet show and show how the class has changed. Also, could go into how the school has changed. Collect pictures from old magazines to show how man looked a long time ago.		
3. What will I be like?	Let the children write a short note to their parents. Right now, when I get big I want to be a _____. What do you think of this idea? Discuss each one. Let children draw pictures of what they would like to be like when they are older.	Instructor: Feb. 1972 - Page 50	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Ask the kids to write a short story on what they will be like, how they will feel then, etc. Invite resource people in from various occupations and let the children ask them how they feel about their jobs and how they felt about what they would be like when they were small. Collect pictures or make individual collages of what he thinks he might be like. Include occupations, size, roles, etc.		
4. How will I affect others and how will they affect me?	Class discussion on how the members of your family affect you and how you affect them.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Have a mother or father come in and tell the kids how people in their jobs affect them and how they affect others.		
	Bring in a picture of an industry at work and let the children talk about each worker and how they must all work together.	Record: (SRA) Palmer the Pushy Pigeon	
	Let each child make a chart (picture) of some people they think they will affect and some they think will affect them.	Poster paper	
	Discuss how they affect each other in the room now; stress sharing, helping with jobs, etc.	Filmstrip: (SRA) Parade	
5. What do other people see when they look at you?	Let the children draw and display some pictures of happy faces.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Bring in some pictures of some healthy, happy children at play and at work.	Children bring pictures from magazines they have at home	
	Have a class discussion on what people see in a face.		
	Write a finger play and then let the children give it for a group. Stress the aspects of Mr. Grumpy and Mrs. Pleasant and show how a smile means a lot.		
	Pretend that a rare bird has brought happiness to everyone and have everyone for one day say nice, pleasant things to each other.		
	Make posters of boys and girls who are neat and healthy and happy and of those who aren't. Cut out a smile and clean nails, hair, etc. for the children to paste on to make sloppy ones look neat.	Poster board Magic markers Tape	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
6. What are some of the things you should do to your body to keep it healthy and looking nice?	Class discussion on what kinds of foods you should eat to keep your body healthy. Plan a breakfast, considering the types of food you should have. Discuss housewife and dietician. Cook breakfast in your classroom. Have a class discussion on why it is important to keep your face and hands clean. For boys build a football locker and make sure everything is clean--especially the athletes' fingernails and hands. Bring clippers and make sure the class has neat, clean nails.	Filmstrip: Finding Out How Foods Are Used In Your Body (Geneva) Example: Pancakes, bacon, juice, and milk are simple to fix and most children enjoy this Use one area of the room Fingernail clippers, files, etc.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Let the girls make a beauty parlor and give a manicure by clipping and cleaning nails. Make a picture list of some workers who keep our bodies looking clean: a. Beautician b. Shoe shine boy c. Barber d. Yourself Discuss why it is important to keep the hair clean and cut. Let the kids build a barber shop and then invite a barber in to demonstrate his job. Discuss some tools used to keep the hair clean and neat. Ex: shampoo, hair spray, hair oil, etc. Sing some cute song advertising different products used to keep the body neat and clean.	Filmstrips: Your Body and You (Geneva) The Tailor (Cork) The Barber (Cork) The Beautician (Cork) A local barber or a retired barber	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Bring in some Q-tips and let the children learn how to keep their ears clean.	Q-tips	
	Make a list of the do's and don'ts for keeping the ears clean.	Chart paper Magic marker	
	Talk about and draw pictures of the school nurse or ear specialist checking your hearing.	Drawing paper Crayons	
	Make a dentist's office and let the children role-play a visit to the dentist. Discuss the dentist, receptionist and nurse while role-playing.	Filmstrips: Who Are You? (Cork) Let's Talk About Your Teeth (with record) (Austinburg) Good Dental Health Is Up to You (Austinburg) The Ears (Geneva) The Eyes (Geneva) The School Nurse (Geneva) How to be a Good Landlord of Your Teeth (Austinburg) My Mother Is a Dental Assistant (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
		The Dentist (Austinburg) The Optometrist (Cork) The Pharmacist (Cork)	
	Bring in tooth brush, tooth paste, and discuss and make a list of the proper way to brush your teeth.	Toothbrushes, paste, etc. can often be gotten from local dentist who gives them as samples	
	Play the record and show the filmstrip, "The Mouth I Live In."	Available from Colgate	
	Borrow a Snellen Eye Chart from the office or eye doctor and let the children check each other's eyes.	Available from school nurse	
	Ask an optometrist to come in and talk to the class.	Books: Eyeglasses - Mary Ericsson Your Ears - Irving Adler The Eye Book - Theodore LaSieg The Ear Book - Al Perkins	
	Plan a field trip to the health office where the children can see all of these occupations.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
7. What happens to your body if you don't take care of it?	Watch a plant grow and talk about the care it needs and then don't give it this care and watch it gradually become "droopy" and sick. Invite a doctor in to talk with the class about his job and about what happens to people when they don't take care of their bodies.		
8. What are some things you can do to take care of your body?	Discuss and make a list of things you can do: a. Rest b. Proper clothing c. If sick, visit doctor Bring in felt dolls and let the children dress them for proper weather.		
9. What are some things that can harm your body?	Discussion on: a. Alcohol b. Drugs c. Tobacco		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Resource person--ask a doctor or psychiatrist in to talk to class about the dangers of each.	Resource person	
	Make a list of the harms of each of these above things.		
	Show some filmstrips about these social problems.	Materials available from Sheriff's Department, Geneva City Police, School Nurse, and Ashtabula County Council for Alcoholism and Drug Abuse	
	Discuss warning signals and bring in cigarette packs and let the children read the warning on it.		
Intermediate	*Resource person--a person who has been on drugs but now speaks against them--ask him to share some experiences with the children.	These people usually work with the public health service or a drug rehabilitation center	

* This part of the unit will be covered lightly by the primary teacher; however, it should be touched on to make the children aware of the dangers of these.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
CULMINATING ACTIVITY:	Present a skit showing the various occupations in the health service. Have different groups represent the jobs of dentist and helpers, optometrist and helpers, school nurse, psychologist, doctor, mother and yourself, audiologist. Have the kids now write a short story telling who they are and what they hope to be. Make a large picture/ word list of all occupations you have studied during this unit.		

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Circle of Fear

Parade

Finding Out How Foods Are Used in Your Body

Your Body and You

The Tailor

The Butcher

The Beautician

Who Are You?

Let's Talk About Your Teeth

Good Dental Care Is Up to You

The Ears

The Eyes

The School Nurse

How to Be a Good Landlord of Your Teeth

3. Records:

Cindy and the Elf

When You Are Older Susie

Palmer the Pushy Pigeon

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CAREER EDUCATION PROGRAM

GENEVA AREA CITY SCHOOLS

UNIT TITLE: From the Ground to the Table

APPROXIMATE GRADE LEVEL: EMR

MAJOR SUBJECT AREA: Science

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INTRODUCTION TO: From the Ground to the Table

The EMR needs special help in developing and using the skill of selecting and purchasing food for his family. This unit, directed toward the intermediate EMR level, is designed to give the child a broad survey of the people and occupations involved with the growing and processing of food that is distributed through the supermarket. The supermarket is the main emphasis in this unit since it is an excellent resource for teaching how to get the most from your food dollar.

BROAD OBJECTIVES:

1. To help students understand the processes of purchasing and distributing food.
2. To help students become aware of the many jobs available in a grocery store.
3. To help students become aware of the need to budget your money and shop wisely when buying food for your family.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	As a motivating activity, the children will choose a recipe to either make cupcakes, candy or bread and list all the ingredients needed. Then we will plan a short trip to the store to purchase these ingredients, or		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	plant a small box garden and talk about how the small seeds grow to be plants that produce the food they eat.		
1. Where does food come from?	Class discussion of where different types of foods are grown or raised. Ask children to relate experiences they might have had during the summer visiting a farm or helping to work in a garden. Visit a farm to see how different foods are grown. Plant some seeds and watch the plants grow and stress how long it takes to produce food. A small box garden is especially good for this.	Filmstrip: Making Maple Syrup (Geneva) The Story of How Apples Grow (Austinburg) What Makes A Seed Sprout? (Geneva) What Makes A Plant Grow? (Geneva) The Farm (Geneva)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Read some stories for interest about why foods are like they are.	Book: Childcraft: Vol. 7, p. 4 How We Get Things	
2. How does food get from the growers to the buyers?	Have a class discussion on how time is an important element in the delivering of goods. Allow bread to mold in your room. Discuss the words perishable and non-perishable. Make a chart, tracing one product. Ex: corn from the field to the table. Include pickers, packers (canning, freezing, and fresh) corn transporters, grocers and finally the home. Make this using seeds--then corn and use pictures to trace the other. Use a large poster or just large paper and put up on a wall.	Book: Childcraft: (Vol. 10, p. 214 Getting Ready for Harvest	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Discuss each occupation involved in this process of getting the food to the grocery store. Role-play having one child being a store operator and let him call to order food from the wholesale distributors. Discuss cost.		
3. How does the grocer distribute food to your family?	Discuss how the grocer is a purchaser as well as a seller. Discuss how the grocer decides the cost to sell his goods for. Bring in some old invoices and let the children see how much the grocer pays for groceries. Figure together how much one can will sell for after you get the actual cost to the grocer plus his profit.	Obtain from some store or wholesale representative	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Discuss how much profit a grocer should get. Let the children write down what they think would be a good amount to make. Compare this to the amount various types of stores get.		
4. What are some of the occupations (jobs) available to you in a grocery store?	Make a bulletin board of a large grocery store and place in the proper area the man who does that work. Make a chart to place somewhere near this board containing all information about that job. For instances: job title, qualifications for job, salary, duties, problems involved, etc., items he works with.		
A. Stock Clerk	Make a small wholesale house in one area of the room and a stock room in another area.	Filmstrips: My Dad Works in a Supermarket (Austinburg)	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Let the children collect small boxes, label each with the name, number of containers per box. Make your own order--make an invoice and by role-playing let the children (some being distributors and some grocery store buyers) deliver and check in an order.	The Supermarket (Austinburg) The Butcher (Cork) The Fruit and Vegetable Store (Cork) Our Neighborhood Store (Cork) Working in a Supermarket (Cork)	
B. Produce Department	Make a small weighing scale. Ex: place a one pound bag of coffee on one side and weigh out a pound of something else. Have a class discussion about the temperature a produce area should be. Also, make a chart of what fruits and vegetables should be kept at what temperature--use thermometer.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Have a resource person come and talk about the jobs at the grocery store.	Resource person: From one of our local stores--hopefully, a large chain store	
C. Advertising	Set up an advertising room with some artists designing signs to be placed in the store to advertise various prices, while others are writing catchy slogans to advertise their store to the public.	Materials needed: Magic markers 9 x 11 typing paper	
	Build a check-out line and talk about the cash register.	Try to get a cash register if one is available at an office supply or store	
	After talking about the various parts of the store and their workers and the items sold in each area, have a game "Where do I Belong?" Describe an item such as a chicken--tell how much it weighs, cost per pound and ask child "Where do I belong" in		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	the store; what special attention do I need? How much do I cost and how much change would you get back from a fixed amount of money if you bought me?		
E. Stock Boys	Have the store managers figure the prices of the items and let the stock boys stamp the prices on the collected items.		
	Let the children role-play the duties of the bag boy . Have different size bags and let the children decide which to use when given a specified amount of groceries.		
5. Why do we need each of the workers in the grocery store?	Class discussion on working together and helping each other.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Let the children write some stories about the workers and how they help each other. Make a booklet of the workers in the store and how their jobs are interdependent upon each other.		
6. Why do we need the grocer and also how does he need us?	Bring in some pictures showing people spending money in a grocery store. Have a class discussion of where the grocer gets his clothing, shelter or car. Show that he purchases these with money you spend for food.		
7. Why do they need other workers in community?	Discuss strikes and their effect on grocer and prices.		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
8. What type of grocery store should you shop at?	Plan field trips to a large supermarket and then to a small privately owned grocery store.	Field trip: A & P Market; then a local, privately owned store	
	Make a list of some prices from both stores and let the children discuss why the prices are different.		
	Bring in a grocery ad from Kroger or another large store and let the children discuss the weekly sales and how much bargain they get.	Newspaper	
	Resource person: have a salesman from a warehouse distributor come and discuss with the children how the grocer gets a lower cost if he buys a larger quantity rather than the small store who can't store a large quantity, and therefore small stores have to sell at a higher price.	Resource person: Salesman	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	After a list of both stores' prices have been made, give the child $5.00 and let him see how much he can buy from each store.	Play money	
9. What foods should you buy to get the most for your money?	Plan meals for one day and talk about what you would need to buy from the store to prepare these meals. Give each child an assigned amount of money and let him budget it as far as food and grocery buying is concerned. Use the ads from the paper and the list of prices as well. Discuss the advantage of buying larger quantities if they will keep and if on special. Money saved by buying quart rather than two pints.	Pamphlet: "How to Get the Most From Your Dollar? by Pauline Arnold and Percival White - copyright 1962 Good Reading Rack Service Division Koster-Dana Corp. 76 Ninth Avenue New York, N.Y.	

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	Let the children construct a money wheel where they divide their money down into the areas of the four main food groups. Have the children read the labels of the brand name products and the cheaper ones and compare ingredients. Discuss and make pictures of how one product can be prepared many ways to give variety to your meals.		
CULMINATING ACTIVITY:	Visit a grocery store where the children can see all of the occupations and how each is dependent upon the other. Make an actual store in your room. Arrange everything you have made throughout the		

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIALS	TEACHERS' OWN MATERIALS
	unit and give it a name and use as many workers as possible. Bring a bag of fruit and let the children buy it and pay for it with points or tokens they have earned while working at the store. Let them do the whole process--weighing, pricing, buying and eating.		

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